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ABSTRACT

Of interest to curriculum developers, the materials in this paper pertain to the communication component of the prelaw curriculum initiated in the 1979-80 school year at the University of North Carolina at Greensboro. The materials include (1) a brief decription of the prelaw program; (2) information sheets for students considering the program; (3) a list of the communication studies courses offered in the program; (4) a list of courses prelaw students are required to take, along with a statement of admission requirements for the law school; (5) a description and outline of an argumentation course designed to help students improve their critical, creative, and reflective thinking skills, and directions for preparing the final paper in the course; (6) a description and course outline for a debate course, along with a format for in-class debate; and (7) a description of a course in public speaking. (FL)

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THE PLACE OF PERFORMANCE IN COMMUNICATION EDUCATION: THE PRE-LAW CURRICULUM

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DEAN FADELY

RALPH HAMLETT

A Paper Accepted for Presentation at the Annual Convention of:

The Carolina Speech Communication Association

Charlotte, North Carolina, U.S.A.

September 30 - October 1, 1983

CS 504410

During the 1979-80 academic year, the University of North Carolina at Greensboro established a pre-law program. The purpose of this program is to better prepare students for the challenges and rigours of law school. Toward this end, a pre-law curriculum has been developed at UNC-G. The attached materials include information concerning this curriculum.

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

LAW - Preprofessional Program

Dean Fadely, Chairperson

If you have an interest in pursuing a career in the field of law, it will require that you attend and be graduated from a school of law. To help you achieve this goal, the University of North Carolina at Greensboro has established a pre-law program. Students who are interested in this program should contact a pre-law adviser. The names of the pre-law advisers and their departmental affiliations are listed in the Bulletin under the heading of Law-Preprofessional Program. Since the University of North Carolina at Greensboro does not offer a major in pre-law per se, the student should consult a pre-law adviser from within the student's major field, if possible.

Majors which offer a sound background for law school include, but are not limited to, accounting, business administration, communication studies, economics, English, history, philosophy, political science, psychology, religious stidues, and sociology. One of the more important things to remember in choosing a major for law school is to choose one that requires you to read complex materials with thorough understanding. In part, this is what the law school admission test (LSAT) measures and law schools require. In fact, since law schools seek to admit students who can think, speak, and write only at the highest levels of competency, interested students, regardless of their major, should always select courses which engender skills in critical, creative, and reflective thinking as well as clear, cogent, and concise writing and speaking. In order to attain these vital skills, pre-law students are most strongly advised to take the five core courses which grant college credit in the area of Language, Reasoning, and Discore (CLRD). These courses are: English 101, English Composition; English 102, English Composition; Communication 105, Speech Composition and Delivery; Communication 231, Argumentation and Debate; and Philosophy 115, Elementary Logic. Students interested in pre-law should consult a pre-law adviser from within the student's major field, if possible. Currently, at UNC-G, the most popular majors for pre-law students appear to be English, Communication Studies, and Business Administration.

We believe that UNC-G has the program flexibility and quality of instruction to give you a solid preparation for entering and continuing in the law school you choose. If I can be of any help to you as you pursue your pre-law program, please contact me.

INFORMATION SHEET
Pre-Law: Majors and Minors

Students who are interested in attending law school, and are therefore involved in the Pre-Law program, often have difficulty in deciding upon a major area of study. Majors which offer a sound background for law school include, but are not limited to, accounting, business administration, economics, English, history, philosophy, political science, psychology, religious studies, sociology, and communication studies (speech communication). One of the more important things to remember in choosing a major for law school is to choose one that requires you to read complex materials with thorough understanding. In part, this is what the law school admission test (LSAT) measures and law schools require. In fact, since law schools seek to admit students who can think, speak, and write only at the highest levels of competency, interested students, regardless of their major, should always select courses which engender skills in critical, creative, and reflective thinking as well as clear, cogent, and concise writing and speaking. In order to attain these vital skills, pre-law students are most strongly advised to take the five core courses which grant college credit in the area of Language, Reasoning, and Discore (CLRD). These courses are:
English 101, English Composition; English 102, English Composition; Communication 105, Speech Composition and Delivery; Communication 231, Argumentation and Debate; and Philosophy 115, Elementary Logic. Students interested in pre-law should consult a pre-law adviser from within the student's major field, if possible. Currently, at UNC-G, the most popular majors for pre-law students appear to be English, communication studies (speech communication), and business administration.

Many students are interested in minoring in either English or communication studies (speech communication) in order to improve the communication skills so necessary for success in law school. Students who want to minor in these or any other areas should consult the catalogue under which they have entered for the requirements for a minor. They must officially declare their minor by consulting the Office of Academic Advising which is located in the Mossman Building.

In the past, the catalogue requirements for a minor in English have been as follows: English: Eighteen (18) semester hours with the following limitations: (1) any two courses from among the following: Eng. 201, Eng. 202, Eng. 211, Eng. 212, Eng. 251, and Eng. 252; (2) No more than six (6) semester hours at the one hundred level; (3) Students can not count Eng. 101 or 102 toward a minor; (4) at least six (6) semester hours at the three hundred level or beyond. Within the above framework the following courses are recommended for pre-law students minoring in English: Eng. 219 Journalism (1 S.H.), Eng. 223 Writing of Essay (3 S.H.), Eng. 224 Writing of Essays (3 S.H.), Eng. 251 American Literature (3 S.H.), Eng. 252 American Literature (3 S.H.), Eng. 319 Journalism II (1 S.H.), Eng. 322 Principles of Composition (3 S.H.), and Eng. 380 Rhetoric and English Studies (3 S.H.).

In the past, the catalogue requirements for a minor in communication studies (speech communication) have been as follows:
Communication Studies: Fifteen (15) semester hours with the following limitations; no more than six (6) semester hours at the one hundred level. Within the above framework the following courses are recommended for pre-law students minoring in communication studies: COM 101 Evidence and Argument in Public Communication (3 S.H.), COM 205 Persuasion in Western Culture (3 S.H.) or

-Over-

COM 531 Persuasive Speaking (3 S.H.), COM 231 Argumentation and Debate (3 S.H.), COM 341 Public Speaking (3 S.H.), and COM 532 Freedom of Speech and Censorship (3 S.H.).

NOTES: Normally, the five hundred level courses should be taken in the junior or senior year after the one hundred, two hundred and three hundred level courses have been completed. Students should always consult the catalogue for course numbers, descriptions, and prerequisites.

All of the foregoing information is designed for pre-law students. Students with other areas of interest should consult with advisers in those areas for their suggestions.

COMMUNICATION STUDIES COURSES - PRE-LAW

The following courses in the area of Communication Studies may be of special interest to students in the pre-law program:

101 Evidence and Argument in Public Communication

105 Speech Composition and Delivery

205 Persuasion in Western Culture

206 Nonverbal Communication

207 Interpersonal Communication

231 Argumentation and Debate

340 Communication Theory

341 Public Speaking

344 Communication and Conflict Management

502 Semantics

505 Advanced Speech Composition and Delivery

530 Group Communication

531 Persuasive Speaking

532 Freedom of Speech and Censorship

NOTES: Normally, the five hundred level courses should be taken in the junior or senior year <u>after</u> the one hundred, two hundred and three hundred level courses have been completed. Students should always consult the catalogue for course numbers, descriptions, and prerequisites.

All of the foregoing information is designed for pre-law students. Students with other areas of interest should consult with advisers in those areas for their suggestions.

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
Department of Communication and Theatre

TO: Students in the Pre-Law Program

FROM: Dean Fadely, Pre-Law Adviser

RE: Pre-Law Courses

There are certain courses which for a variety of reasons, pre-law students, regardless of their major, should take. These include, but are not limited to:

Department	Course(s)
Accounting:	201 and 202 or 400 if not 201 and 202
Business Administration:	330 and 331
Classical Civilization:	201 (H)
Communication:	101, 105 (CLRD), 231 (CLRD), 502 and 532
English:	101 (CLRD), 102 (CLRD), 219, 319, 223, and 224
History:	237 (SBS), 528
Math:	112 (NSM) and/or 119 (NSM), 571, 572
Philosophy:	115 (CLRD), 335 (H)
Political Science:	200 (SBS), 316 (SBS), 317 (SBS), 344 (SBS), 516, 528, 529
Psychology:	221 (SBS)
Sociology:	211 (SBS)

In addition, there are numerous courses which the interested pre-law student might want to take, i.e., Com 205, Com 206, Com 207, Com 341, Com 505, Com 531, Phil 119, Phil 121, Phil 211, Phil 231, Phil 319, Phil 321, Soc 324, or Soc 413, to mention a few.

Pre-law students should remember to discuss these courses with their adviser and to try to work some of them into their schedule. These are important courses if you (1) want to be admitted to a good law school and (2) want to graduate from that law school.

Law - preprofessional Program

Advisory Committee:

Dean Fadely, Chairperson (Communication Studies)

Randloph Bulgin (English)

Richard Harwood (Placement Center)

Charles Hounshell (Political Science)

Margaret Hunt (Political Science)

Frank Land (Buiness Administration)

Terrance McConnell (Philosophy)

E. M. Rallings (Sociology)

Loren Schweninger (History)

Jacquelyn White (Psychology)

Admittance to law school is primarily achieved through a favorable consideration of a student's quality point ratios, scores on the law school admission test (LSAT), and other materials furnished in an application for admission. Students who plan to attend law school may select their major from any academically respectable field. However, since law schools seek to admit students who can think, speak, and write only at the highest levels of competency, interested students, regardless of their major, should always select courses which engender skills in critical, creative, and reflective thinking as well as clear, cogent, and concise writing and speaking. In order to attain these vital skills, pre-law students are most strongly advised to take the five core courses which grant college credit in the area of Language, Reasoning, and Discore (CLRD). These courses are: English 101, English Composition; English 102, English Composition; Communication 105, Speech Composition and Delivery; Communication 231, Argumentation and Debate; and Philosophy 115, Elementary Logic. Students interested in pre-law should consult a pre-law adviser from within the student's major field, if possible.

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
Department of Communication and Theatre

Course Information--COM 101
(The Ten Commandments)

1. INSTRUCTOR: Dean Fadely 2. Office: 114 A & S 3. Phone: 379-5297 (Office)
584-4753 (Home)
Long Distance Burlington
Dr. Fadely does not accept
collect calls.

4. TEXT:

Fundamentals of Evidence and Argument by Stephen Robb and several readings which are on reserve in the reserve room of the library in multiple copies.

5. COURSE OBJECTIVES:

The fundamental goal, the raison d'etre of this course, is to provide the student with the ability to improve his or her critical, creative, and reflective thinking skills; thereby making the student a better consumer of the evidence and arguments used in public communication.

6. ASSIGNMENTS:

Students will read the materials on reserve and in the text. Classroom time will be reserved for discussion of and lecture on materials read outside class. Classroom lectures will, in the main, not replicate the materials covered in readings. Rather, classroom lectures will cover corollary materials. The syllabus for COM 101 indicates the readings for the appropriate assignment. Students should read the appropriate readings before class discussions and lectures.

7. ATTENDANCE:

Since class lectures and discussions will not be a replication of readings, but will consider related matters, students who do not attend class are risking a lowering of their grade as they will not know much of the material to be covered on the examinations. Therefore, class attendance is encouraged in the strongest possible terms.

8. GRADES:

Normally, there will be three (3) major graded assignments: a mid-term examination, a final examination, and one (1) paper. The grades on the examinations will be curved in such a way that the highest grade actually made on the examination will normally constitute a perfect score. For example, if the highest grade on the mid-term examination were to be a 90/100, a perfect score would be a 90, not a 100. Thus, the grade range would hypothetically be as follows: 80-90=A, 70-89=B, 60-69=C, 50=59=D, 0-49=F. After grades have been assigned for the three major graded assignments, the lowest grade will be dropped. A mean average of the remaining two grades will determine the student's final grade in the course. For example, if a student were to make a "C" on the mid-term, a "B" on the final, and an "A" on the paper, the "C" would be dropped and the "A" and the "B" would be averaged together. It is possible that some semesters there may be more than three major graded assignments. It is also possible that some semesters there may be less than three major graded assignments. Therefore, commandment #8 should be viewed as a goal, norm, average, or objective, not as a contract.

The possible grades in COM 101 are A, B, C, D, or F. An "A" indicates excellent or truly outstanding college level work. A "B" indicates superior, although not excellent work. A "C" indicates average, satisfactory, or usual college level work. Therefore, as it is indicative of adherence to a norm, most of the grades in a given section of COM 101 will probably be "C". Since college is supposed to be hard and somewhat demanding, a "C" indicates good work, albeit work, which is not as good as "B" work. A "D" indicates work which although unsatisfactory is marginally passing. A "F" indicates work which is not acceptable, not satisfactory, not passing.

REMEMBER: A "C" indicates good work and is a good grade. Therefore, do not feel badly if your efforts earn that evaluation.

9. DICTA:

(a) He who asserts must prove.
(b) A fact is a bit of data presented as having objective reality.
(c) Truth is what the facts, correctly interpreted, oblige us to believe.

10. MISCELLANEOUS:

This is not a hard course for students who attend all classes. do all of the assigned readings thoroughly and promptly, and complete all of the assignments which are to be graded. Students who do not attend class, do not read the assigned materials properly, or do not complete all of the graded assignments, will probably find this is a hard, if not impossible, course. Therefore, students are urged not to fall behind in their work. If you find that you are having trouble with the course, e.g., with class attendance, completing the reading assignments, completing the graded assignments, or any other problems related to your work in COM 101, you are both invited and urged to contact your professor outside class.

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
Department of Communication and Theatre

COM. 101: COURSE OUTLINE

Read: Fadely -- "The Courts of Reason and Law: A Comparative Model"

Robb	Draper
Newman	Thompson
Friedrich	Newman
Ewing	Simon

General Evidential Theory

I. Definitions and Models
- A. Definitions
  - 1. Evidence
    - a. facts
    - b. fallacy of relevance
  - 2. Convincing Evidence
  - 3. Argumentation
  - 4. Argument
- B. Models
  - 1. Evidence and the Court of Reason
  - 2. Evidence and the Court of Law

II. Sources of Evidence
- A. Primary Sources
  - 1. Eye Witness Principle
  - 2. Contemporaneity
- B. Secondary Sources
  - 1. Selection of Primary Sources
  - 2. Accuracy of Citation

Read: MacArthur (note his use of evidence)

III. Historical Events, Perceptions, and Data Generalizations
- A. Loss of China
- B. Korea, Gen Mac, and the Right
- C. Old Soldiers never die . . . but they speak
- D. Gen Mac vs. The Prez: Counterpunch

IV. General Criteria for accessing sources of information
- A. Ability to tell the truth
  - 1. The witnesses position to know
  - 2. The witnesses capacity to perceive
    - a. selective attention
    - b. selective perception
    - c. selective retention
    - d. reference frames
    - e. congnitive dissonance
  - 3. The witnesses capacity to evaluate
    - a. selective attention
    - b. selective perception
    - c. selective retention
    - d. reference frames
    - e. cognitive dissonance
- B. Willingness to tell the truth
- C. Reluctant testimony

Read: Inquiry "Iran"

V. General Indicies of credibility
   A. Situational tests
      1. Tension
      2. Accessibility
      3. Freedom to report
   B. Documentary tests
      1. Authenticity
      2. Internal consistency

VI. Specific indicies of credibility
   A. Testimony
      1. Accuracy
      2. Authenticity
      3. Authorship
      4. Carefulness of generalization
      5. Recency
      6. Relevancy
      7. Representativeness
      8. Appropriateness

Read: McDonald — Hotchkiss
Skipper, Guenther, and Nass — Fadely--"Leadership Styles"
Edgington

   B. Statistics: Overview--Definitions and Model
      1. Accuracy
         a. methodology
            (1) design
            (2) procedure
         b. sampling distortion
         c. compiling distortion
         d. biased questionnaires
         e. confusion of averages
      2. Authenticity
      3. Recency
      4. Relevancy
      5. Representatives
         a. typicality or context
         b. sufficency of number
            (1) sample presence
            (2) sample size
   C. Examples
      1. Accuracy
      2. Authenticity
      3. Recency
      4. Relevancy
      5. Representativeness
         a. typicality or context
         b. sufficency of number
            (1) sample presence
            (2) sample size

Read: "The Problem/Solution Speech: Heroin Addiction--A Case Study"
"UNC-Greensboro NLDA #6"

   D. Solvency

Read: Robb — Copi

VII. Reasoning
- A. Inductive
  - 1. Characteristics
  - 2. Types
- B. Deductive
  - 1. Characteristics
  - 2. Types
- C. Informal
  - 1. Characteristics
  - 2. Types
- D. Formal
  - 1. Characteristics
  - 2. Major areas of concern

COM 101

Directions for Final Paper

I. Form

A. Length: Minimum of 1½ pages TYPED
Maximum of 3 pages TYPED

Note these are TOTAL pages. A title page, should you chose to include one, would count as one page. Each page is to be 8½" x 11". Papers which do not conform to the above will receive a grade of ZERO.

B. Type: YES!! see above.

This paper MUST BE TYPED. It is to be typed on a standard pica or elite type. It is to be DOUBLE SPACED. Papers which do not conform to the above will receive a grade of ZERO.

C. Deadline: YOU BET!

This paper is due on or before the BEGINNING (not the middle, not the end, not after the end) of the last regularly scheduled class period.

THIS DOES NOT MEAN THE EXAM PERIOD. It means the last regularly scheduled class period. This does not mean reading day. It means the last regularly scheduled class period. If you wait until the final exam period your paper will be late. If you wait until reading day your paper will still be late. Late papers will receive a grade of ZERO.

D. Receipt: You give me!

Students are to turn their papers in to me personally. WHEN? On or before the last regularly scheduled class period. DO NOT give your paper to some one else with instructions to give it to me. Create no bailments! YOU GIVE ME YOUR PAPER!! Papers which do not conform to the above will (guess what) receive a grade of zero.

E. Errors: DON'T!!

Mistakes of grammar, spelling, or puncuation, will reduce your grade. The greater the number of errors, the lower the grade.

II. Substance

TO BE DISCUSSED IN CLASS.

COM 231: Argumentation & Debate
Course Information

1. PROFESSOR: Dean Fadely 2. OFFICE: 114 A & S 3. PHONE: 379-5297 (Office)
584-4753 (Home)
Long Distance Burlington
Dr. Fadely does not accept collect calls.

4. TEXT:
Basic Debate by Maridell Fryar and David Thomas and several readings which are on reserve in the reserve room of the library in multiple copies.

5. COURSE OBJECTIVES:
To introduce students to basic principles and skills of debating; thereby improving their ability to think critically, creatively, and reflectively; organize and communicate their thoughts with greater probity; and develop and enhance a commitment to rational decision making.

6. ASSIGNMENTS:
Normally, in the course of a semester, there will be three (3) short written assignments (two (2) sets of evidence cards, and one (1) flow sheet).
Normally, in the course of a semester, there will be two (2) major speaking assignments (debate speeches) for each student.
Normally, in the course of a semester, there will be three (3) or four (4) short tests. These will be of the "objective" genre.
Normally in a semester there will be several "pop" tests. AS THESE ARE UNANNOUNCED THEY CANNOT BE MADE UP!!

7. ATTENDANCE:
Since class lectures and discussions will not be a replication of readings, but will consider related matters, students who do not attend class are risking a lowering of their grade as they will not know much of the material to be covered on the examinations. Therefore, class attendance is encouraged in the strongest possible terms. IN SHORT, DO NOT CUT THIS CLASS!!

8. GRADES:
The possible grades in COM 231 are A, B, C, D, or F. An "A" indicates excellent or truly outstanding college level work. A "B" indicates superior, although not excellent work. A "C" indicates average, satisfactory, or usual college level work. Therefore, as it is indicative of adherence to a norm, most of the grades in a given section of COM 231 will probably be "C". Since college is supposed to be hard and somewhat demanding, a "C" indicates good work, albeit work, which is not as good as "B" work. A "D" indicates work which although unsatisfactory is marginally passing. An "F" indicates work which is not acceptable, not satisfactory, not passing.

REMEMBER: A "C" indicates good work and is a good grade. Therefore, do not feel badly if your efforts earn that evaluation.

9. DICTA:
(a) He who asserts must prove.
(b) A fact is a bit of data presented as having objective reality.
(c) Truth is what the facts, correctly interpreted, oblige us to believe.

-Over-

10. MISCELLANEOUS:

This is not a hard course for students who attend all classes. Do all of the assigned readings thoroughly and promptly, and complete all of the assignments which are to be graded. Students who do not attend class, do not read the assigned materials properly, or do not complete all of the graded assignments, will probably find this is a hard, if not impossible, course. Therefore, students are urged not to fall behind in their work. If you find that you are having trouble with the course, e.g., with class assignments, or any other problems related to your work in COM 231, you are both invited and urged to contact your professor outside class. One additional item needs to be mentioned. Students who do not turn in an assignment on time will normally receive an evaluation of zero (0) on that assignment. If you have legitimate academic reasons for submitting an assignment late please so inform me. However the burden of proof is on the student to establish that the assignment is late because of a legitimate academic reason. Furthermore, oversleeping, recovering from a hangover, and love on the rocks (among others) are not legitimate academic reasons for missing an assignment.

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
Department of Communication and Theatre

COM. 231: Course Outline

Objectives: To introduce students to basic principles and skills of debating; thereby improving their ability to think critically, creatively, and reflectively; organize and communicate their thoughts with greater probity; and develop and enhance a commitment to rational decision making.

I. Basic Concepts
  A. Definitions
    1. Argumentation
    2. Argument
    3. Debate
    4. Discussion
    5. Evidence
    6. Convincing Evidence
    7. Propositions
      a. Resolutions
        (1) Fact
        (2) Value
        (3) Policy
      b. Issues
      c. Contentions
  B. Basic Types of Debates
    1. Judgment
      a. Forensic
      b. Deliberative
      c. Epideictic
    2. Format and Rules
      a. Academic Debate
        (1) Regular/Standard
        (2) Cross Examination
        (3) Switch Sides
      b. Political Debate
        (1) Lincoln Douglass
        (2) Press Conference
      c. Legal Debate
        (1) Trial
          (a) Civil
          (b) Criminal
        (2) Appellate
          (a) Civil
          (b) Criminal
  C. Goals of Argumentation and Debate
    1. Research
    2. Evidence Evaluation
    3. Reasoning
    4. Organization
    5. Ethics of Argumentation (Rational Decision Making)

II. Assumptions Underlying Debate Resolutions
  A. Fact and Value
    1. Establish Criteria
    2. Fulfill criteria

B. Policy
   1. Presumption/Burden of Proof
   2. Problems or "Evils"
   3. Inherency/Uniqueness
      a. justification
         (1) gasp
            (a) philosophical or goal
            (b) programatic or structural
            (c) functional or symptomatic
         (2) barrier
            (a) philosophical or goal
            (b) programatic or structural
            (c) functional or symptomatic
      b. plan
         (1) gap
            (a) philosophical or goal
            (b) programatic or structural
            (c) functional or symptomatic
         (2) barrier
            (a) philosophical or goal
            (b) programatic or structural
            (c) functional or symptomatic
   4. Plan or Solution
      a. uniqueness
      b. solvency

III. Affirmative Case Constructs
   A. Strategy or Structure
      1. Stock issues
         a. needs
         b. plan
         c. plan meet need or plan meet justification or solvency
         d. benefits
      2. Comparative advantages
         a. stipulative
         b. conjectural
      3. Utility
         a. resolutions of reduction
         b. resolutions of discontinuance
   B. Tactically or Functionally
      1. Criteria
      2. Goals
      3. Cost benefits analysis
      4. Alternative justification

IV. The Prima Facie Case
   A. Definitions
   B. Components: Topicality x Inherency x Significance x Plan x Uniqueness x Solvency = Presumption + Refutation + Plan meet Justification + Disadvantages

V. Negative Case Constructs
   A. Straight Refutation
   B. Defense of the status quo
   C. Repairs
   D. Counterplan
   E. Combination

VI. Flow sheeting and the Duties of the Speakers

VII. Evidence
   A. Sources
      1. Primary
      2. Secondary
   B. Kinds
      1. Authoritative Testimony
         a. credentials
         b. reluctant testimony
         c. predictions
      2. Examples
         a. numerically sufficient
         b. representative or typical
         c. predictions--historical analogy
      3. Statistics

COM 231L

FORMAT FOR IN-CLASS DEBATE

FIRST AFFIRMATIVE CONSTRUCTIVE*	8 MIN.
NEGATIVE CROSS-EXAMINATION	4 MIN.
FIRST NEGATIVE CONSTRUCTIVE	8 MIN.
AFFIRMATIVE CROSS-EXAMINATION	4 MIN.
NEGATIVE REBUTTAL	4 MIN.
AFFIRMATIVE REBUTTAL	4 MIN.
	32 MIN.
PREPARATION TIME (ENTIRE EXERCISE) AFF.	3 MIN.
NEG.	3 MIN.
TOTAL TIME	38 MIN.

The cross-examinations and the rebuttals will be conducted by the same person for each team.

**The FIRST AFFIRMATIVE CONSTRUCTIVE must be prepared outside of class.

COM 341: PUBLIC SPEAKING

COURSE INFORMATION

As the title of this course (Public Speaking) indicates, we will give speeches. Therefore, the following requirements (hereinafter called THE TEN COMMANDMENTS):

1. We will give speeches: Normally in a semester we will give five major speeches, the last four of which will be graded. This requirement embodies the essence of the course; failure to fulfill it can result in an automatic grade of F.

2. Types of Speeches:
   Speech #1 The How To Do It Speech: Not Graded (while this speech is not graded, it is a requirement of the course. Failure to complete this requirement can result in an automatic grade of F.)
   Speech #2 The Problem Speech: Graded (Time limit 6-8 mins.)
   Speech #3 The Cause Speech: Graded (Time limit 6-8 mins.)
   Speech #4 The Solution Speech: Graded (Time limit 6-8 mins.)
   Speech #5 The Problem Solution Speech: Graded (Time limit 10-12 mins.)

3. Grades: Students who give speeches can receive their grades and a written evaluation of their performance at the end of the class period during which they performed. The final grade in the course will be a mean average of the grades from the four major graded speeches plus other work such as examinations, reports, and class participation. Typically, the mix among all graded assignments might be as follows:

Speech #2 (The Problem Speech)	20%
Speech #3 (The Cause Speech)	20%
Speech #4 (The Solution Speech)	20%
Speech #5 (The Problem Solution Speech)	20%
Class participation, examinations, reports, etc.	20%
	100%

The grading scale for this course is as follows:

.000	- .599	=	F	(Failing work)
.600	- .699	=	D	(Passing but not satisfactory)
.700	- .799	=	C	(Satisfactory, acceptable, average, normal, college work)
.800	- .899	=	B	(Good college level work)
.900	-	=	A	(Excellent college level work)

4. Attendance is required so that the student speaker will have an audience, (remember in this class you are the public as well as the speaking in Public Speaking) so that you may ask him/her questions, so that you may assist with the criticism(s) of his/her speech (remember class participation can determine up to 20% of your grade) and benefit from his/her wisdom as well as his/her mistakes.

5. All speeches must be given on the day they are scheduled, or the student will receive a grade of zero for that assignment. An obvious inference from this requirement is that speeches will be scheduled. Such an inference would be correct. Speeches will be scheduled for specific days. There is no way to schedule speeches in a manner which pleases all parties. Therefore, normally, alphabetical order of last names will be followed. A student who fails to deliver his/her speech on the day it is due will receive a grade of zero for that assignment. One zero can make it impossible for a student to pass the course. For example, four grades of "70" and one "0" can earn a student a grade of "F". (70 + 70 + 70 + 70 + 0 = 280. 280 ÷ 5 = .56. .56 = F) If illness, or some other legitimate reason, causes you to miss a speech, you must present the appropriate offices of the University with evidence sufficiently strong so as to leave no doubt of its soundness and arrange to render compensatory work at a subsequent date.

6. Outlines must accompany the speeches. Please observe the word must in the above statement. When you get up to speak you are to give your instructor an outline of the speech you are about to give. Failure to do the above means you have not fulfilled the assignment. Work which does not fulfill the assignment is automatically unacceptable at best. The outline should be typed on standard typing paper. Follow the directions for outlining guides in class and in your textbook. Be sure to include a labeling margin or technical plot in the margin of your outline. You are urged to consult your instructor if you are having difficulty or need help. See him/her for an appointment or drop in during his/her regular office hours.

7. All speeches must be original. While the student speaker will probably have to depend on the work of others for analysis and evidence, he/she must acknowledge these sources orally and document them completely. The ideal in documentation is to supply sufficient data so that (1) the information in question can be easily located by an auditor and (2) the information in question can be assigned the exact probative and persuasive value by an auditor which it deserves. When using the ideas of others the student must not only scrupulously acknowledge and document these concepts, he/she should give them the stamp of his/her own mind by intimate acquantance with the facts about his/her subject, by careful reflection on these facts, by applying his/her imagination to them, and by achieving a new synthesis with them. A summary of other people's work not bearing these marks of originality is, at best, unacceptable. At worst, it is plagerism. Similarly a recitiation of quotations, either factual or authoritative can not be equated with a speech.

8. The textbook for this course is required. It will be used. It is available in the school bookstore. The title is Thinking and Speaking. The authors are Walter and Scott. It is in paperback. It is cheap (for a college textbook.) Buy it!!

9. Miscellaneous.
Instructor's Name:
Instructor's Office Location:
Instructor's Office Phone Number:
Instructor's Office Hours:

10. Dicta. Remember, a fundamental rhetorical dictum is: He who asserts must prove. This is the first dictum of COM 341. All members of the class will be expected to adhere to this principle. This includes both students and teachers. Other dicta will be forthcoming.

COM 531: PERSUASIVE SPEAKING

COURSE INFORMATION

As the title of this course (Persuasive Speaking) indicates, we will give speeches. Therefore, the following requirements:

1. We will give speeches: Normally in a semester we will give four graded speeches. This requirement embodies the essence of the course; failure to fulfill it can result in an automatic grade of F.

2. Types of speeches:
   Speaking Assignment #1: The introduction to a persuasive speech to be delivered to a hostile audience.
   Speaking Assignment #2: The persuasive speech using primarily emotional appeals (proofs).
   Speaking Assignment #3: The persuasive speech using primarily logical appeals (proofs).
   Speaking Assignment #4: The "put it all together" persuasive speech utilizing both emotional and logical appeals (proofs) in a problem-solution foremat.
   There is no time limit for any of the above speeches.
   The speaker is expected to cover his/her subject and to do a good job.

3. Grades: Students who give speeches can receive their grades and a written evaluation of their performance at the end of the class period during which they performed. The final grade in the course will be a mean average of the grades from the four major graded speeches plus other work such as examinations, reports, and class participation. Typically, the mix among all graded assignments might be as follows:

Speech #1	20%
Speech #2	20%
Speech #3	20%
Speech #4	20%
Class participation, examinations reports, etc.[1]	20%
	100%

   The grading scale for this course is as follows:

.000	- .599	=	F	(Failing work)
.600	- .699	=	D	(Passing but not satisfactory)
.700	- .799	=	C	(Satisfactory, acceptable, average, normal, college work)
.800	- .899	=	B	(Good college level work)
.900	-	=	A	(Excellent college level work)

4. Attendance is required so that the student speaker will have an audience, so that you may ask him/her questions, so that you may assist with the criticism(s) of his/her speech (remember class participation can determine up to 20% of your grade) and benefit from his/her wisdom as well as his/her mistake.

5. All speeches must be given on the day they are scheduled, or the student will receive a grade of zero for that assignment. An obvious inference from this requirement is that speeches will be scheduled. Such an inference would be correct. Speeches will be scheduled for specific days. There is no way to schedule speeches in a manner which pleases all parties. Therefore, normally, alphabetical order of last names will be followed. A student who fails to deliver his/her speech on the day it is due will receive a grade of zero for that assignment. One zero can make it impossible for a student to pass the course. For example, four grades of "70" and one "0" can earn a student a grade of "F". (70 + 70 + 70 + 70 + 0 = 280. 280 5 = .56. .56 = F) If illness, or some other legitimate reason, causes you to miss a speech, you must present the appropriate offices of the University with evidence sufficiently strong so as to leave no doubt of its soundness and arrange to render compensatory work at a subsequent date.

6. Outlines must accompany the speeches. Please observe the word must in the above statement. When you get up to speak you are to give your instructor an outline of the speech you are about to give. Failure to do the above means you have not fulfilled the assignment. Work which does not fulfill the assignment is automatically unacceptable at best. The outline should be typed on standard typing paper.

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8. Miscellaneous.

Instructor's Name:

Instructor's Office Location:

Instructor's Office Phone Number:

Instructor's Office Hours:

Textbook Title:

[1]In addition to the speaking assignments, Graduate Students must write a paper.